

## Unit Planning Guide: 12 Unit 3 of 8 A

Unit Title: Tools for Life-Long Learning (weeks 11-15)	Pacing (Duration of Unit): 5
Grade: 12	Buffer Day(s): 2

### Desired Results

### Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

**Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)**

<p>Standards (Priority Standards in bold):</p> <p><b>L.12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</b></p> <p><b>W.12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</b></p> <p><b>RI.12.7 Integrate and evaluate multiple sources of information presented in different media or formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</b></p> <p>Supporting</p> <p>W.12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>SL.12.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions, when possible; and determine what additional information or research is required to deepen investigation or complete the task.</p> <p>SL.12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issues; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives</p> <p>SL12.5 Make strategic use of digital media (textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p> <p>L 12.4.c Consult general and specialized reference materials (dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage</p> <p>RI.12.7 Integrate and evaluate multiple sources of information presented in different media or formats (visually, quantitatively) as well as in words in order to address a question or solve a problem</p>	<p><b>WIDA for English Language Learners</b></p> <p>Standard 1: ELLs <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</p> <p>Standard 2: ELLs <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p> <p>In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.</p>
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**Meaning (\*Mostly assessed through Performance Tasks/Assessments)**

**Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Independent research supports college and career readiness and life-long learning
- Consulting a variety of sources expands one's knowledge of a topic
- Identifying and implementing a variety of strategies aids a reader in discerning an author's point of view
- Recognizing and understanding a variety of arguments and opinions on a topic is essential for decision making

**Essential Questions:** (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How can independent research help me to become a life-long learner?
- Why should I consult a variety of sources to fully understand a topic?
- How can I determine how an author feels about a subject?
- Why should I weigh both sides of an issue?

**Acquisition (\*Mostly assessed through traditional summative assessments)**

<p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p>Students will know ...</p> <ul style="list-style-type: none"> <li>· that information gathered from an array of sources increases their depth of understanding of a topic</li> <li>· that word choice affects clarity and meaning</li> <li>· that technology can facilitate and enrich the research process</li> <li>· that complex issues often generate conflicting points of view</li> </ul>	<p><b>Skills:</b> The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p>Students will be skilled at:</p> <ul style="list-style-type: none"> <li>· navigating an array of sources (Analyzing)</li> <li>· acquiring and using accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level (Applying)</li> <li>· using technology, including the Internet, to gather, produce format, publish and share information (Creating)</li> <li>· discerning conflicting points of view in texts and responding thoughtfully to diverse perspectives (Analyzing)</li> <li>· consulting general and specific reference materials (Applying)</li> </ul>
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